The Church School Teacher

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THE CHURCH SCHOOL TEACHER

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Presession

THE quarterly "helps" issues seem less important now that we have been featuring similar articles monthly. But the quarterly emphasis gives the overview of the next quarter's Christian Growth Series lessons, provides the general Bible study outlines and suggests programming for the monthly teachers' meetings. Without the quarterly "helps" issue the next two lose effectiveness. You will want to study the June issue carefully.

Now for some announcements.

▪▪ The Faribault Summer School of Christian Education will be in session at St. Mary's Hall, Faribault, Minnesota, August 3-4. This year the school will offer laboratory experience in the Christian teaching of mentally retarded children. Heading the staff of instructors will be Phyllis Amacher, public school psychologist and principal of the Church School for Mentally Retarded Children, Hennepin Avenue Methodist Church, Minneapolis. Other courses will be given in church school supervision, laboratory courses for teachers with all age groups, workers in the small church, Bible, Worship, Church History, and for teachers who conduct teacher training courses. Write The Rev. Leo N. Kisrow, Dean, 122 W. Franklin Ave., Minneapolis 4, Minn., for further information and for registration forms.

▪▪ With high interest throughout the church in the Christian education of senior high school students, parents and teachers will be happy to know about the new book entitled "The Objectives of Christian Education for Senior High Young People." The 44-page book sells for $1.00. Buy your

copy from Augustana Book Concern. The book has been prepared by a committee of the Division of Christian Education of the National Council of Churches. It is a perceptive, reverent, meaningful book.

.. A series of four excellent articles which were originally published in the magazine *Protestant Church Administration and Equipment* have been reprinted in an attractive booklet titled "Christian Education Today." The articles are as follows: Our Preschool Children, Our Elementary School Children, Our Youth and Our Adults. The booklet sells for fifty cents. You may order direct from our office.

.. A good song collection is always welcome. Song lovers, amateur or professional, are welcoming *A World of Song* which recently has been published by the American Evangelical Lutheran Youth Fellowship. The collection includes morning and evening songs, hymns, spirituals, Christmas songs, songs about brotherhood, peace, homeland, nature, folk life, folk songs from many nations, old and familiar occasional songs, graces, canons and rounds as well as inspirational songs for youth.

Says the committee of editors in its foreword: "The committee has tried to include a variety of lastingly lovable songs and hymns from many nations. To sing old songs or translated songs is not indicative of spiritual decadence, meager cultural living, or lack of current creativeness. The hopes and faith and experiences of mankind, though varied, are universally common. When the thoughts and emotions of today find expression and release in the songs of yesterday, those songs are born anew. They become vital and meaningful. *A World of Song* is an endeavor to provide opportunity for expressing current, meaningful living." The book is available from your church publication house.

Happy Summer!

With this issue we lay aside the name **The Church School Teacher.** The next time you read the magazine it will have a new name—**Resource.** But that is not all. Its format will be larger and more interesting. It will have pictures, not only on the cover but on the inside pages. It will have more pages, too, printed in color. It will have new editors, with the Rev. John Mangum of the United Lutheran Church the editor-in-chief. All this because the magazine will be published, not by Augustana alone, but by Augustana, Suomi, AELC and ULCA. Until September, then, when the October issue of **Resource** comes calling.

Suggestions for Your Next Three S. S. Staff Meetings

► For Your June Meeting

THE purpose of the June meeting should be to make plans for the July Sunday school sessions. The following are workable suggestions:

Bible Study—thirty minutes. (If possible, the pastor should lead the Bible study.)

I. Seeing the Land of Palestine

The next three months offer many opportunities to think of the features of Jesus' homeland. For this purpose the Bible study leader should prepare himself by reading the chapter in the *Westminster Historical Atlas to the Bible* on "The Geography of Palestine," or similar material. There are several good books, such as *Daily Life in Bible Times* by Albert E. Bailey, which give good background on the land of Palestine.

1. Its Geographical Features
   Matthew 4:18-22 (the Sea of Galilee)
   Mark 1:12-13 (the Wilderness)
2. Some of its Cities
   Luke 2:4 (Bethlehem)
   Luke 4:16 (Nazareth)
   Mark 1:21, 2:1 (Capernaum)
   Luke 13:34 (Jerusalem)
3. Its Seasons
   Genesis 8:22
   Psalm 74:16, 17
   Psalm 104
4. Its Occupations
   1 Samuel 17:34-37; Psalm 23; John 10:1-16 (Shepherd)
   Mark 4:3-8; Deuteronomy 8:7-8 (Farmer)

Practical Information Period—thirty minutes.

The following resources would help a leader conduct a discussion on the topic of "Visual Aids":

How to Use Audio-Visual Materials—Bachman

Ways of Teaching—Andersen, pages 129-141

Teaching Beginner Children—Bunge, pages 12-13
Teaching Primary Children—Gouker, pages 20-22
Teaching Intermediates—Fagerlin, page 21.

Department Study and Planning Period—at least sixty minutes.

For this period the teachers of each department should meet separately. Each teacher will need the summer quarter's lesson material and this issue of THE CHURCH SCHOOL TEACHER. (See the "Helps" articles for the departments.)

The teachers under the direction of the departmental leaders should study and make plans for teaching the next month's work. The study may consist of the following:

1. A discussion of the unit as a whole.
   a. Biblical bases and aims.
   b. Activities and materials needed.
   c. Plans for worship.
2. Detailed plans for each lesson in the month.
3. Preparation of materials needed.

► For Your July Meeting

The purpose of the July meeting should be to make plans for the August Sunday school sessions.

Bible Study—thirty minutes.
II. Growing in Christ

This summer's quarter of lessons provides ample opportunity to think of growing up in Christ, both in devotion to God and in desire to live a Christlike life. This topic is essentially fitting during the Trinity season, and we will therefore devote two studies to it.

1. Growing in Faith
   Matthew 9:23-29
   John 1:12
   John 11:27
   Mark 9:24
2. Growing in Love to God
   Matthew 22:35-39
3. Growing in the Study of God's Word
   Luke 2:39-52
   Luke 10:38-41
   Hebrews 5:11-14
4. Growing in Devotion to Christ's Way
   Mark 8:34-35
   Romans 7:4-25

Practical Information Period—thirty minutes.

The topic for this month might be "The Use of Drama, Role Playing in the Church School," with the following resources:

Ways of Teaching—Andersen, pages 115-120
Let's Play a Story—Allstrom, Chapters 2, 3, 4, 5, 11.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next

month's work. See suggested outline for the June meeting. Refer to "Helps" articles in the July issue of THE CHURCH SCHOOL TEACHER.

► For Your August Meeting

The purpose of the August meeting should be to make plans for the September Sunday school sessions.

Bible Study—thirty minutes.

III. Growing in Christ

We continue our study of this topic, this time considering the growth of the Christian in the setting of his life situation.

1. Growing in Dedication of Our Abilities to Christ
   1 Samuel 17:32-37, 48-50
   Luke 2:40, 52
2. Growing in Ability to Meet Change
   Psalm 102:25-27 (God's unchangeableness)
   Genesis 12:1-9 (Change of home)
3. Growing Through Hardship
   2 Corinthians 11:23-12:10
   Philippians 4:11-13
4. Growing in a Sense of God's Presence
   Psalm 139:9-10
   Matthew 28:19-20

Practical Information Period—thirty minutes.

It would be well during this last practical information period of the current church school year to get an overview of Christian Growth Series for 1959-60. This should be done by reviewing the basic principles and the desired outcomes of the curriculum as a whole as well as by previewing the content of next year's courses. The Christian Growth Series Prospectus and the brochure entitled "Christian Growth Series at a Glance," both available from Augustana Book Concern, will be helpful in this discussion. The merits of a group-graded series of lessons are outlined in the SUNDAY SCHOOL ADMINISTRATION MANUAL.

Department Study and Planning Period—at least sixty minutes.

Study and plan for the next month's work. Refer to the outline for the June meeting and the "Helps" articles in the August issue of THE CHURCH SCHOOL TEACHER.

Helps for Teachers of Kindergarten

by ELAINE S. OLSON

Based on Christian Growth Series Kindergarten 2, Summer Quarter

DO YOU recall the experience of tasting for the first time unusual fruit such as pomegranate or papaya? What were your thoughts as you cut into it? Did you marvel at the color? the seeds? the texture? the flavor? Possibly such an experience can help us understand the solemnity of a five-year-old when he learns something new from nature.

God, the Creator

Does the discussion about projectiles being sent to outer space give you a sense of awe at the vastness of the universe and the complexity of the laws by which it operates? Share these feelings with the children to introduce them to a unit which will help them to associate all the wonder, beauty and change in the universe with God, the Creator of all things. The providence of God is a basic teaching for Christian faith and so makes this a vital unit in the series.

The display for suggestion No. 1, page 9, should include what seems best for your teaching space. It may be only one or two items placed in the center of the class table. These should be things which can be handled without danger of damage. The teachers in the department should plan which articles will be best used with each class. The public library can supply picture books which will be suitable for use as a basis for discussion with the children. Let your enthusiasm for the children's questions and ideas be so infectious that the entire class will want to learn more.

Activities and Aims

Note that the unit preview emphasizes that parents as well as teachers have the responsibility to guide the children into associating God with their everyday experiences. Related class activities have the purpose of stressing the unit aims for the child so that he will carry the message to his parents when he discusses what was done at Sunday school. The principles which he has learned from a Bible story should be reemphasized each

time he repeats a correlated action song. Or the thing which he creates with paper and paste should help to remind him of the memory verse for that session. Parents must be kept informed so that the home may afford opportunities for practice of what the child has learned.

If the class makes a poster for a unit activity plan what sort of pictures shall be added on which Sundays. The person who collects the pictures can then clip and sort for the entire unit while looking through magazines, catalogs and the picture file.

Flexibility

Do not skip pages 5 through 7 of the Teacher's Guide when planning the use of the material for this quarter. Those pages contain practical ideas for both experienced and inexperienced teachers. Include with these the recommendations to the teachers in the paragraph on page 16 which begins, "Create an atmosphere . . ." The helps in the Teacher's Guide should be studied with an eye to adjusting them to the class and class area as it exists, not as it could be ideally. Many of the suggestions apply to all teaching with this age group and not just to the particular session in which they are outlined.

Planning is important, but a plan should not be so rigid that it cannot take in the questions and immediate needs of the class members. As one teacher expressed it, "My purpose was bigger than my plan."

Something to See

A variety in ways of learning will always include something to see. Make use of sets of teaching pictures which may be in the picture file at the church. Primary I (CGS picture set) includes a picture of Dorcas and one of a family at devotions. This set may be ordered from Augustana Book Concern. A source of pictures for Session 4 is the National Dairy Council, 111 North Canal Street, Chicago 6, Illinois. *Milk for You and Me* is the title of a booklet which describes how milk comes from the farm to the family. The Family Filmstrips kit, *Stories About the Seasons,* includes "Picnic in the Country." This shows a family which recognizes God's world in the summertime as an expression of His love for them.

Summer is a good time to look over the class facilities. How can they be put to better use? How improved in appearance? How made more convenient?

Do something different! A class situation is seldom ideal. Try to look at things as though you were a stranger at the church. Are the pictures hung at the right height for the children? Are the subjects

of the pictures suitable and possible to explain in children's language? In some instances an appropriate picture may be Scotch-taped on the outside of the glass of one which was not intended originally for the teaching of kindergarteners. For some specific check points read pages 137-145 in Keiser's *Here's How and When.* While you are checking to see how improvements can be made toward better teaching it may be a good time to remind the trustees how long it has been since the kindergarten room has been painted.

The children should enjoy the singing during Unit B. Through the year they have learned to sing together, and the suggested unit hymn is familiar from the winter quarter's work. During Session 9 they can recall songs which they learned well eight months ago. Melodious enthusiasm may be expressed through "Praise Him, Praise Him" and "In the Temple."

Promotion Sunday should be carefully planned so as to avoid confusion as much as possible. This is one time when all of the associate or substitute teachers should be on hand to help the regular staff. Timing of the schedule for the day is extremely important. Details should be worked out to the point of knowing in which corridor, which children will be walking in which direction at what time. Leaders should be coached and have mimeographed instructions. It is little help to have adults who are just as bewildered as the children they are directing.

Preparation for the day can come gradually within the classes. Role playing with the children will ease the adjustment of those who remain and greet newcomers as well as those who must move to a new section. This adjustment is one of the purposes of Unit B. Consider again the desired outcomes on page 4, especially No. 4. With the freedom of a year's development comes responsibility. We want to help the four- and five-year-olds to learn how to cope with both as they learn to live as Jesus wants them to live.

Family Filmstrips are available through Augustana Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn.

HERE'S HOW AND WHEN *is available from Augustana Book Concern, Rock Island, Illinois.*

Helps for Teachers of Primary

by Sister Gertrude Hill

Based on Christian Growth Series
Primary 3, Summer Quarter

IT IS just as important for the church school classes to continue with the curriculum during the summer months as it is during any other time of the year. Even though some of the children will be gone for a few weeks' vacation during the summer, a course need not be substituted for the regular curriculum. However, classes can be grouped together on a departmental basis if the number in each class is considerably fewer during the summer months. Also, the teachers within the primary department can take turns in teaching the combined classes. In this way the teachers can serve on a rotation basis so they can have vacations, too.

Since the curriculum for each quarter is arranged in units, reviews of the four or more lessons within a unit will bring the children up to date on any sessions they may miss while vacationing away from home. It would be well for you to encourage the children in your classes to attend a church school wherever they are vacationing. Of course, you will have the opportunity to help the visitors who come to your class so that they may continue in their Christian growth.

The summer quarter, Jesus Far and Near, is a practical study of everyday living in Bible times and today. The purpose of Unit A, "Out of Doors in Jesus' Land," is to familiarize the primary child with the land and the people in Palestine as it was years ago and as it is today. This study will help the child in an understanding of the Biblical account of Jesus' activities in Palestine. The aim of Unit B, "Jesus With Us Always," is to lead the child to realize that Jesus, though not seen, is always with His children and will help them in times of changes and difficulties as well as in all the situations in life which must be faced from day to day.

The Biblical bases for the summer quarter are from both the Old Testament and the New Testament. The references for Unit A are illustrations and stories which Jesus used in His teachings. From the study of these passages the

child should be guided to understand and appreciate the places and life in Palestine which were important in the life of Jesus during His earthly ministry. The experiences which some of the leaders in Old Testament and New Testament times had in meeting new and difficult situations comprise the Biblical bases of Unit B. From the study of such experiences the child should be helped to discover how he, too, can adjust to the new circumstances that come into his life.

An Imaginary Trip

The individual sessions in Unit A cannot be planned until they are viewed and interpreted in relationship to all the sessions in the unit. By reading all the sessions in the unit, you will notice that the lessons are approached as an imaginary trip to the Holy Land. In this way the children will become familiar with the country and life in Palestine so that the activities and stories of Jesus are identified in their geographical setting. There will be opportunities to compare the Palestine in Jesus' day with the Palestine of today.

It will be important to have good motivational materials to provide the proper setting for the imaginary trip or pilgrimage to Palestine. Such materials would include: pictures of the ways by which the children will travel, such as: airplane, train, bus, camel caravan, donkey, boat; pictures and illustrated books that visualize and explain the country and life in Palestine; a world map or globe; map of Palestine; models of things found in the home and market place; and travel tickets, made from construction paper, which specify the various destinations of the trip. Each session plan will offer further suggestions for the materials needed and the procedures to follow in developing Unit A.

Two excellent books for teachers are: *Encyclopedia of Bible Life* by Miller and Miller and *Lands of the Bible* (A Golden Historical Atlas) by Terrien. Children's books that are suitable for browsing and studying Palestinian life are: *A Picture Book of Palestine* by Smither, *Living in Jesus' Day* by Minor-Bryant, and *Let's Look It Up* by Armilda B. Keiser.

Songs About Palestine

You will find it interesting to teach songs which refer to specific places or events in Palestine. A few examples of such songs are: "O Little Town of Bethlehem," "Little Lambs So White and Fair," and "Tell Me the Stories of Jesus." These songs are found in *Songs for Children* by Nordgren and Lekberg.

Activities are the natural outcome of individual or unit sessions.

An interesting activity for Unit A is to make a travel book for the class. Information and illustrations of the places visited, imaginatively, are compiled by the children and assembled into a book. Collect in advance the pictures needed for this travel book. Sources for such pictures are: church school leaflets, religious calendars and magazines. Enlist the children's help in collecting these pictures. Not only the pictures of the places and events which figured in the life of Jesus, but also pictures of the present life and activities in Palestine will add to the interesting illustrations for this travel book.

A Pictorial Map

If there is time and interest in a map study for Session 2, a pictorial map could be made by the older primary children. Have them sketch a simple outline map of Palestine. Print in their proper locations on the map the names of towns and villages where Jesus lived and worked. Help the children find small pictures of incidents that took place in these towns and villages. These pictured events are then pasted in the places where they occurred. Examples of pictures to portray the important events in Jesus' life and where they occurred are: The Nativity—Bethlehem, Jesus in the carpenter shop—Nazareth, Jesus in the Temple—Jerusalem, the baptism of Jesus—Jordan River, Jesus calms the storm—Sea of Galilee, Jesus visiting Mary and Martha—Bethany. This pictorial map could be an ongoing activity for the other sessions in Unit A.

A Filmstrip

An excellent colored filmstrip that can be used to supplement the study of Unit A is Part 1 of the set "Palestine in Jesus' Day." It would be best to use only the frames immediately following the maps through the scene of women sewing. The other parts of the filmstrip are too advanced for primary children. A guide and script come with the filmstrip. The cost of the filmstrip, Part 1, is $5.00 and may be secured from the Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minn.

As you study Unit B, "Jesus With Us Always," you will realize how helpful this study will be for the children in the primary grades. How eager these seven-, eight-, and nine-year-olds are to reach out to new experiences. They look to their parents, teachers and playmates for the security they need when new experiences require adjustments that may be somewhat difficult and strange to them. At this age they realize that God is the Creator and Provider, the One who can be depended upon to watch over them and care for all their needs. They are able

to accept the idea that even though they cannot see God, they know He can see them and knows their needs. Some children will be more curious than others in asking questions about how Jesus is always near to help them. They will look to you to give them clear and honest answers to their questions.

When you introduce Unit B, you will find it helpful to teach the beautiful prayer song, "God Is With Us," found in the Teacher's Guide, page 64. This song points out very simply the assurance that God is always with the child.

"Peter Flying Eagle" is a very good filmstrip, in color, to use with Session 9. The adjustments which Peter, an Indian American boy, made when his family moved to the city are presented in a simple natural way that will help the child appreciate and understand how such problems can be met satisfactorily. A script and guide accompany this filmstrip. The cost of the filmstrip is $5.00, and it can be secured from Audio-Visual Service.

The stories for each of the sessions in Unit B illustrate the ways in which Biblical characters adjusted to changing circumstances in their lives. Through these stories the child can be guided to discover how he can adjust to changes when he moves, when there is someone new at home, when he cannot have everything or when it is hard to do right. The children will reveal their many fears and concerns about these situations when they discuss or are given opportunities to discuss how to face and make the necessary adjustments required of them. From these discussions should come the realization and assurance that Jesus is always with His children.

Sessions 9, 10, 11 and 12 lend themselves particularly to role playing. In role playing the children act out a situation through conversation and gestures by putting themselves in the place of the persons involved so that they can understand the feelings of others. The situation to be role played is discussed, but the children are free to interpret and act out their respective roles spontaneously and unrehearsed. Showing how persons handle particular situations is more far-reaching than merely discussing the incidents. Children of primary grades are very imaginative and will enjoy this type of "pretending."

The summer quarter will prove to be a very practical study of everyday living for both you and your pupils. Together each one can grow in trust and confidence that Jesus is with us always.

Books mentioned are available from Augustana Book Concern, Rock Island, Illinois.

Helps for Teachers of Junior

by Mary Nordlund Shuey

Based on Christian Growth Series Junior 3, Summer Quarter

THE summer quarter, As We Grow Older, aims to show the juniors that their growth is more than physical, that also it includes their knowledge, their feelings, their understanding, and how they react to various situations. As a result of this quarter's study the juniors should have a better understanding of what it means to be a Christian. They should learn that certain privileges and responsibilities come with being a Christian. Also they should learn that Christians adjust to difficulties better because of their trust and faith in God.

Use Your Bulletin Board

Do you use a bulletin board to bring in new ideas? For this quarter pictures may be posted which suggest growth. If possible include pictures of some of the class members taken several years ago. Below the pictures place the question, "What does it mean to grow?"

When the pupils share their answers to the above question, list them on the chalkboard under headings such as: physical, spiritual, mental, social. Under the physical could be grouped the answers relating to height, weight, strength; under spiritual, those indicating growth in appreciation of and response to God's love; under mental, the comments on knowledge, understanding, judgment; and under social, those indicating the ability to get along with people. Of course we realize that many of these overlap, but this activity should stimulate the junior's realization that his growth is many-sided, and that his responsibilities increase in many ways.

Unit A, "God Wants Us to Grow Up," offers excellent guidance for discussing how God wants us to grow. The suggested activity for the unit is making six charts, one for each session in the unit. If wall space is not available for charts, individual or class booklets can be made, one page for each session.

Why Grow Up?

During Session 1, let the juniors tell why they want to grow up. Two questions on the chalkboard could stimulate their thinking.

1. Why do I want to grow up?
2. What have I l e a r n e d in s c h o o l and at home about the necessary factors for p r o p e r growth?

For Session 2 write these questions on the board: Why is play sometimes hard work, and work, play? What m a k e s an activity work or play?

Discuss the value of having definite jobs or responsibilities. Ask the pupils to compare their feelings when they do their jobs without being told and when they have to be reminded each time. Let them name many kinds of jobs and decide if God would honor one more than another. Read Matthew 25:40, 45 as a help in explaining to the j u n i o r s Jesus' evaluation of the importance of the things which people do.

What Would Jesus Do?

Good sportsmanship is the main emphasis in Session 3. Make the discussion as practical as possible by letting the class members describe a c t u a l experiences when they have found it difficult to show good sportsmanship. Discuss how these problems could be met. Ask if they have ever thought of saying to themselves, "What would Jesus do if he were in my place?" This will help them to sense that their Christian life is to be geared to Jesus' example.

Excellent topics for discussion are listed in Session 4: learning facts, being alert, using good judgment, and practicing self-control. A junior should realize that these are e s s e n t i a l characteristics of growing up. As these qualities become a part of his daily life, he will gain adult recognition that he is growing up, a pleasing experience for any junior!

Let the Juniors Share

Why are laws or rules made? When do they bother us? These questions could be on the board to start the discussion for Session 5. Let the juniors share recollections of times when they have sensed a rebellion against rules or laws and when they have been thankful for them. In preparation for Session 6, ask each junior to think of some particular t i m e when someone's thoughtfulness brought him much joy, and also when happiness was experienced by others because of his thoughtfulness of them. Even though Session 6 ends Unit A, the rules learned should be referred to often. Could the charts be put up frequently for review during the entire quarter?

Unit B, "God Himself Is Present," has only two sessions. In

these the juniors should be led to see that God created and he still creates and maintains his creation; and that God gives to man the inspiration and intelligence to use this creation for various purposes. Juniors will thrill with the idea that they are co-workers with God when they plant seeds and care for them so they will grow properly. Does any class member have a garden or the privilege of helping with the family garden? Would it be possible for you to visit him and his garden? Could you have in your classroom plants or seeds that are growing? How about going on a field trip with the class? Just to sit still in the woods or fields and watch the insects, birds or animals is a wonderful experience for the juniors. The suggestions in the lesson material should be used on this field trip to help the juniors see God in nature.

Poise and Adjustment

Unit C, "When Things Change," emphasizes more than any other unit the meaning of Christian poise and adjustment. The three lessons contain examples of people who had to make adjustments to new situations. You will have the opportunity to learn how your class members would react to unpleasant happenings in their lives. Possibly you have juniors in your class who are at the present having difficulty in adjusting to some changes. Let them feel that you are in sympathy with them and help them to think of their problem in the light of what Christ would want them to do. Don't be frustrated if you are unable to cover the material given in the book. Use the material given there to answer questions which the juniors may raise.

Two Vital Questions

Unit D contains two vital questions: How may I grow more like Jesus? and, Am I a Christian now? Are juniors too young to know what is their relationship to Jesus? Are they too young to know their relationship to their parents? Of course not. This unit of lessons lends itself well to discussing the gift of baptism and the junior's responsibility to grow as a child of God. Session 12 gives emphasis to Jesus' constant concern for others. Jesus never used his power for himself. Juniors will learn to know Jesus better by getting acquainted with the Bible and by using it.

In Session 13 the juniors will have the opportunity to evaluate their own growth. Make them aware that each day they have to make choices—how to act, how to talk, and how to feel. For example, if they feel grumpy, what are they going to do about it? If their constant aim is to make

choices as Jesus wants them to, they will grow more like him. That holds true for us teachers, too.

While I am young, help me to know
That work is good and effort fine.
They make my soul and body grow
And I will take true pride in mine.

Teach me to love my work today,
And even look for things to do
That may help others on their way;
Thus working, God, I work with You.

Amen*

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* From *Prayers for Little Men and Women,* by John Martin; Doubleday, Doran & Co.

"Oh, dear. Now you'll be in a poor frame of mind for teaching your class."

Helps for Teachers of Intermediate

by Ruth M. Swanson

Based on Christian Growth Series Intermediate 3, Summer Quarter

WE ARE about to begin the last play of the 1958-59 season of the Christian Growth Series. This is the first rehearsal. Here we will be made aware of the story as a whole and be given some hints to help us as we go about the business of learning our lines in preparation for our thirteen presentations.

A Prologue

Session 1 might be thought of as a prologue, giving an introduction to our work; Sessions 2 and 3 should lead to an interest in Biblical personalities, Sessions 4-9 to an acquaintance with various special messages of the Bible; Sessions 10-12 develop an appreciation of non-biblical resources such as hymns, prayers and art; and Session 13 could be an epilogue—a summary—completing the work of the season.

The role we as teachers must play this quarter with its personal preference approach, is to assist our intermediates to deeper understandings, more wholesome attitudes, a proper perspective and sense of values which would lead to more responsible patterns of action.

Page 4 of the Teacher's Guide gives us the aims for which we are to strive. And, did you notice how neatly they fit into the sixth and seventh desired outcomes of our entire series? Well planned, right? At any rate, all thirteen sessions are planned to guide the intermediates in making intelligent choices from the Bible—people, verses, books—and other Christian resources and to assist them to develop in religious understandings and appreciation while making such choices.

Take a Look

Since Session 1 is an introductory lesson take time to give the pupils a preview of this quarter's work by discussing the table of contents, the memory work chart and the prefatory statement on page 5 in the Study Book. Encourage each of them to make his Study Book a work book, using the

tests and making choices as indicated in each session. If the "treasure chest" idea described in the first lesson "takes," page 67 could be used to list the contents of such a chest. If not, page 67 might be used to list "favorites" selected at the close of each session.

Make It Theirs

The next two sessions really comprise Unit A, "Bible People I Like." In Session 2 the intermediates will come to grips with the problem of giving definite reasons for choosing Jesus. We must be sure to take note of the warning in our Teacher's Guide and not try to influence their reasons but guide them in finding and expressing their own. The Study Book material will help them in making their choices and formulating their reasons. The suggested memory verse (John 17:3) and the explanation of the second article of the Creed will help them summarize their findings.

To add variety, it may be interesting in Session 3 to have the pupils list those Old and New Testament men and women who in their opinion are important. These selections may then be compared with those listed in the Study Book. Very likely the lists will be similar but the thinking will have been done by the children rather than by our author.

Joshua 1:9 might well be substituted for the memory verse suggested for Session 3 in that it presents a sort of principle for "today's ambassadors of Christ."

Our second unit deals with Bible selections. What verse, story, psalm, chapter, Gospel or book the intermediates select as their favorites will depend on the meaning each has for them in terms of their background of knowledge and experience. The role we as teachers have here is to encourage them to base their attitudes and actions in their choices. The Teacher's Guide has detailed suggestions for procedure in each of these six lessons. As one intermediate leader put it ". . . as complete a lesson plan as anyone can hope to prepare."

Using a Tool

Session 4, dealing particularly with favorite verses, would afford a good opportunity to give instruction and practice in the use of a concordance. Note the suggestions on page 21 of the Teacher's Guide. If possible have an RSV concordance for use during this session.

We must remember that Sessions 7, 8 and 9 are designed to help the pupil choose his favorite chapter, Gospel and book of the Bible rather than studying the particular selections. The reading and studying of them should be encouraged and done as out-of-

class assignments. If a more motto-like memory verse is desired for Session 9, 2 Timothy 3:14-17 would be an appropriate one in that it incorporates the reason for our being acquainted with the Bible and fits well into the aims of this unit of study.

Unit C deals with other Christian resources. Parts of the *Service Book and Hymnal* could be used in Sessions 10 and 11. The hymns would be discussed as part of Session 10 and the collects and prayers in Session 11. Dr. E. E. Ryden, who worked on the Commission which produced the hymnal, has an article on "Our Missionary Hymns" in AUGUSTANA MISSIONS, Vol. IV. Dr. T. E. Matson commented on hymns in the worship service in his "Looking at the Liturgy" series in THE LUTHERAN COMPANION. Both of these discussions would be helpful to us, enriching our background knowledge, in preparation for these two sessions.

We must begin early in the quarter to prepare for Session 12. Finding all the pictures we need may be quite a task. However, a quick check of the kindergarten and primary leaflets and Christian Growth Series pictures reveals that either the identical picture or a good substitute for each one shown on pages 60-61 of the Study Book, except No. 8 and No. 14, is available in color from these sources.

Session 13 will help us summarize our studies. Here again it may be profitable to reverse the order of procedure suggested in the Teacher's Guide. We might begin with a discussion of "What does the Bible mean to me?" and have the intermediates list their answers before they examine those in the Study Book. These statements will be the pupils' own conclusions arrived at as a result of the quarter's study of the treasures of the Bible and should be more meaningful to them. They may well be a check on our success as their teacher, too.

One last thought—it would be good discipline for each of us to complete the work in the Study Book, along with our pupils, not only that such an exercise may be an incentive to our pupils, but also to oblige us to make *our* choices and be able to state clearly our reasons for those choices.

So, let's get to work from now until the first presentation and learn our lines so well that we may have a command performance every one of the next thirteen weeks.

AUGUSTANA MISSIONS, *Vol. IV, is available from Augustana Book Concern, Rock Island, Illinois.*

Helps for Teachers of Senior

by Annette L. Johnson

Based on Christian Growth Series Senior 3, Summer Quarter

AS THE seniors begin the summer quarter of study, a great day in the history of the United States will have just been observed —Independence Day. As the seniors begin a review of the last part of the New Testament, their attention is directed to a much greater historical event—the birthday of the Christian church! They will consider the significance of this great event throughout history and for the world today. A fitting climax to the Senior 3 Christian Growth Series, *Christ in the Bible,* is the summer quarter, Christ in New Testament History and Letters.

If you have available a copy of the *Age Group Objectives of Christian Education* (prepared in connection with the Long Range Program of Parish Education), turn to the objectives for the senior high ages. Notice how many of these objectives relate to this quarter's senior material. One of these which might well be an objective for the senior summer quarter is: "To lead the senior to a deeper understanding of the work of the Holy Spirit in calling, gathering, enlightening, and sanctifying both in the establishment of the early church and the church today."

During the spring quarter, the four Gospels were studied as the source of information concerning the life and work of Jesus. This quarter the seniors turn to the Book of Acts and the Epistles for information concerning the birth and growth of the early Christian church and then to the Book of Revelation for a peer into the future when Christ shall reign supreme forever.

Reviewing twenty-three books in thirteen sessions will call for careful planning and preparation. Select the aims carefully and use only the material necessary to accomplish the aims. Both you and the senior will be more familiar with certain parts of the Biblical

basis than others. Some sessions will require more study on the part of both teacher and pupil. Thorough preparation is a must on the part of the teacher if he is to conduct and guide each session so that the senior will grasp and understand the meaning and significance of these writings of God's chosen witnesses to the church and to his life. Consult with your pastor in regard to any questions you may have about any of the material. Interesting, stimulating class sessions should encourage the senior to do independent reading and study of these New Testament books. A goal should be set for them to finish reading at home the remaining portion of the New Testament. We are assuming that they read the Gospels through during the spring quarter.

Resources

This quarter is well written and excellent suggestions are given in the Teacher's Guide for conducting each session. As you read the material in the Study Book and Teacher's Guide keep them open side by side. First of all read pages 5-8 in the Teacher's Guide. As you read the Bible references check to see that they correspond with the RSV. Besides the above mentioned resources you will find it to your advantage to read as many other references as possible. A list of suggested references is found in the Teacher's Guide on page 8. Others you may find helpful are: *The New Testament—A Study,* Alleman; *The Book of Life,* Snyder; *The Story of the New Testament,* Hiltner. Under modern translations of the New Testament be sure to include those of J. B. Phillips. The books listed here are all available from the Augustana Book Concern, Rock Island, Illinois. Large maps similar to those in the Study Book will also help to create interest and understanding of the growth and development of the Christian church.

Divide Into Units

Dividing the quarter into three units will make for easier and better planning and teaching. Unit A, consisting of Sessions 1-5, will cover the Book of Acts; Unit B will include Sessions 6-9, based on the Epistles from Romans through Philemon; Unit C will consist of Sessions 10-12 and cover the books from Hebrews through Revelation. Session 13 is a summary session over the entire year's series.

The introduction suggested for Session 1 is a good one. Make use of it. A review of the "Day of Pentecost" and "Peter's Sermon" sets the stage for the remaining sessions. The section "For the Whole World" should help the senior grasp the universal meaning of the gospel. Expand it to fit present day world situations. A

review of the Third Article of the Creed and its Explanation is an important part of Session 1 as well as Sessions 2, 6, and 9. The work of the Holy Spirit should take on new and greater meaning for the senior as he has now reached a period in life when he is better able to grasp and understand some of the abstract principles of religion.

Part of the Church

In Sessions 2, 3, 4, and 5, the discussion centers around the continuation of Christ's work through the Holy Spirit working in the lives of groups (the disciples) and individuals (Peter, Paul, John, Stephen). Ask the seniors to recall the names of some of the great Christian heroes in later periods of church history and of the present. The senior should be made to recognize that as a member of the body of Christ he is an important part of the whole church and as such has an opportunity and responsibility for Christian service. Have the seniors list some of the ways in which they can serve the church now and later on.

Have you ever been suddenly called on to give an account of your Christian faith? What did you say? Using the suggestions on page 20 in the Teacher's Guide under the section "A Skillful Defense," ask each of the seniors to formulate a statement of what he would say if suddenly called on to make such a defense.

Sessions 6-9, or Unit B, review Paul's Epistles to the congregations of the early church. *Harper's Bible Dictionary* has a chart indicating to whom, by whom and where each of the Epistles was written. The general message of these Epistles is that Christ is ever present in and with the church. They give guidance to congregations, pastors, church leaders, individuals and world mission. Help the senior to see the implications of these Epistles for the church and the individual today. Refer to the Senior 2, summer quarter, THE EXPANDING HORIZONS OF THE CHURCH, page 24, for some material that might be used in connection with the section "The Church Is Christ's Body." Some of the questions in these sessions would make good panel discussions if you have a large enough class.

A Bird's-eye View

Sessions 10-12, or Unit C, take in the other writings of the New Testament. A bird's-eye view is about all that can be gotten of the seven general Epistles which glorify Christ in relation to various human problems. The books are short, however, and might be assigned to individuals for reading and then giving a summary of them to the class. The unit concludes with a review of the Book

of Revelation, a fitting conclusion to the *Christ in the Bible* series. This study might be tied in with the study of the prophets and the Book of Daniel, another apocalyptic book. Any fears you may have of teaching this book will be lessened if you will read the Teacher's Guide carefully and make use of the author's suggestions for teaching Session 12.

Session 13 is a summary session over the entire four quarters of the *Christ in the Bible* series. Make this a sort of evaluation to see whether the seniors have gained a new conception of the Bible from the year's work on it. One of the aims for the session is "to give the senior a total picture of Christ, and consequently a total picture of the Bible and of the Christian life." The last section in the session is a befitting conclusion, "Christ Lives Today."

All books mentioned are available through Augustana Book Concern, Rock Island, Illinois, except the AGE GROUP OBJECTIVES. *This document may be purchased from the Augustana Board of Parish Education, 2445 Park Ave., Minneapolis 4, Minn. The price is $1.50 per copy.*

"Anybody seen my Sunday school book?"

Helps for Teachers of the Adult Bible Class

by N. Leroy Norquist

EVERY teacher of adults should have a well-rounded understanding of the Christian faith. Today I would like to recommend a few books which should assist the adult teacher to gain such an understanding.

On Using Knowledge

Of course, this understanding will not be used to impress people. The adult teacher will not simply unload his knowledge on people or use it to bludgeon them. If he brings it into the discussion, it will be used to clear up difficulties, and will come incidentally. He will use it to guide the discussion so that the class members are not carried away on some tangent.

The adult teacher can also refer people to his books for additional information on questions they may have. If the group is studying the Bible, they may at some time be confronted by the question of the Trinity. At this point a resource book on the Christian faith can be of much help, since it attempts to treat such doctrines in a systematic way.

A good book to start with is Martin J. Heinecken's *Basic Christian Teachings.* This inexpensive book gives a fairly simple presentation of the essentials of the Christian faith. Another book, quite readable, is J. S. Whale's *Christian Doctrine.* Whale is an Englishman, and has some fine insights into the meaning of the Christian faith.

Christian Doctrine

A very advanced book on Christian doctrine is *The Faith of the Christian Church* by the Swedish theologian, Gustaf Aulen. This is perhaps the best and most comprehensive book on the subject. If taken a little bit at a time, it will not be too difficult to understand.

Two books which present Luther's interpretation of the gospel are *Resurgence of the Gospel,* by T. A. Kantonen, and *Let God Be God,* by Philip S. Watson. The first is a fairly readable account of

some of Luther's main points of emphasis. The second is a more complex book. Both are very helpful in understanding what is distinctive about Lutheranism.

Books on Theology

For the serious teacher there is another category of helps which is helpful in understanding the Christian faith, namely, books on biblical theology. The Bible does not take a topical approach to Man, Sin, Atonement, etc. It talks about these things in terms of people and situations. It is valuable therefore to have a resource book which treats these things from a topical standpoint.

Alan Richardson, an Englishman, has edited a book called *A Theological Word Book of the Bible*. He has gathered together essays on all the important theological words of the Bible. No one would sit down and read straight through such a book. It is intended to help one understand various words when they come up in the material being studied.

Two more recent books are helpful to the serious student of the Bible. One is by Ethelbert Stauffer, a German Lutheran, and is called *New Testament Theology*. In this book there are sixty-six essays on various aspects of New Testament faith. The second, a very recent publication, is called *An Introduction to the Theology of the New Testament*. The author is Alan Richardson. This excellent book takes up such topics as The Kingdom of God, The Holy Spirit, and many others. Again, this is no easy book to read, but a patient and slow study of it will yield rich rewards.

Faith Into Focus

For one who teaches in the church school it might be a good idea constantly to be reading in works such as these. By so doing he will find that the entire Christian faith is brought into focus. He will learn to think in a Christian way not only about doctrine but about all of life. Such a person can be a very effective and helpful teacher.

All books mentioned are available through Augustana Book Concern, Rock Island, Illinois.

Audio-Visuals for Use with the Christian Growth Series

► July, August, September, 1959

by GEORGE AMMON

THE audio-visual materials suggested below are for correlation with Christian Growth Series (Revised).

Those who desire further help on such things as synopsis, as well as suggestions for use, may wish to consult the 4th Edition of the AUDIO-VISUAL RESOURCE GUIDE, a professional reference book prepared by the Department of Audio-Visual and Broadcasting Education of NCCCUSA, $10. (257 Fourth Avenue, New York 10, New York) This volume gives valuable judgments of more than 50 interdenominational committees working regularly to make evaluations on all church-related audio-visuals. To keep up-to-date between biennial editions of the AVRG, consult the monthly INTERNATIONAL JOURNAL OF RELIGIOUS EDUCATION'S 4 pages on "AV's for Christian Education." (IJRE at above address, $4 one year.)

Films (F), filmstrips (Fs), and sound filmstrips (Sfs) are available from various sources. Most filmstrips and sound filmstrips are available for sale from Augustana Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota. Augustana AVS also serves as a Religious Film Library outlet for film rentals. Some films are available only from special sources, which are noted with the title.

Note: Some producers offer replacements of damaged filmstrips (notably Cathedral Films, Inc.) at a fee of 50¢. If you have a scratched, torn or otherwise damaged Cathedral filmstrip send it with 50¢ to them at 140 N. Hollywood Way, Burbank, California, requesting replacement.

PRIMARY 3—Summer Quarter

JESUS FAR AND NEAR

UNIT A—OUT OF DOORS IN JESUS' LAND

Fs—*Palestine in Jesus' Day* (Christian Education Press). 2 filmstrips totalling 75 art-work illustrations, color, $10. Part I treats: The Land; The People; Houses; Food and Clothing; Religion and Trades; Travel; Marketing, News, and Conflicts. Part II treats: Fishing; Farming; The Shep-

herd; Beggars; Tax Collecting; Religion in the Home, Synagogue and Temple. Suggested frames from each part of this excellent resource are noted below in appropriate sessions. Use in a discussion setting.

Session 1—To Bible Land
Fs—*Palestine in Jesus' Day*—Part I—frames 4-10. Discussion.

Session 2—To Faraway Land of a Faraway Time
Fs—*When Jesus Kept the Passover Feast* (SVE) 22 frames, color, $4.
Fs—*Palestine in Jesus' Day*—Part I—frames 11-28. Discussion.

Session 3—The Shepherd and His Sheep
Fs—*Palestine in Jesus' Day*—Part II—frames 18-21.
Fs—*David the Shepherd Boy* (SVE) 21 frames, color, $4. Use as the story of the day.
Slide CN 961—*The Good Shepherd* (SVE) 60¢. Worship.

Session 4—The Farmer and His Seed
Fs—*Palestine in Jesus' Day*—Part II—frames 10-17.
Fs—*The Farmer and His Field* (SVE) 28 frames, color, $5. Use as the story of the day.

Session 6—A Very, Very Famous Lake
Fs—*Palestine in Jesus' Day*—Part II—frames 4-9.

Session 7—Worshipping Out of Doors
Fs—*Thanksgiving With Jesus* (SVE) 21 frames, color, $4. How Jesus may have celebrated succoth (The Feast of Booths). Use as story of the day.

UNIT B—JESUS WITH US ALWAYS

Visual materials suggested for Unit B are related to the Bible stories and modern illustrations. Where the former are used (especially filmstrips) you will find they are good visualized stories. When a slide is suggested this might be used for the opening in departmental worship.

The modern stories (Family Films or Family Filmstrips) should generally be used at the end of the lesson period.

Session 8—When Things Change
Slide Ha 647—*Joshua's Call,* color, 60¢. Worship.
Fs—*Joshua* (Alexark & Norsim) 35 frames, color, $7.50. Early in lesson period.

Session 9—When We Move to a New Home
Slide Ha 599—*Abram Builds an Altar,* color, 60¢. Worship.
Fs—*Abraham* (Alexark & Norsim) 26 frames, color, $6.50. Early in lesson period.

Session 10—When There Is Someone New at Home
Fs—*Babies of Farm and Home* (SVE) 40 frames, color, $5. Early in lesson period.
Fs—*Miriam and Moses* (SVE) 22 frames, color, $4. Opening departmental period.
F—*Human Beginnings* (Eddie Albert) 22 minutes, color, $7.50. Class of six-year-olds guided by teacher through art work activities related to youngsters' ideas and feelings when a new-born baby comes into the home. Available from Association Films and some university film libraries. Whenever you need discussion stimulation.

Session 11—When We Cannot Have Everything
Sfs—*Learning to Overcome Selfish-*

ness (Family Filmstrips) 34 frames, color, $10.

F—*King of the Block* (Family Films) 15 minutes, b&w, $5; color, $8. Same story as *Learning to Overcome Selfishness.* Use either to introduce an application of the lesson.

Sfs—*Bushy, the Squirrel* (Cathedral) 30 frames, color, LP record, $7.50. Bushy tries to hoard all the nuts only to have a storm destroy the storehouse. Parable of the rich fool in child language. Department opening or pre-session.

Session 12—When It Is Hard to Do Right

Fs—*Gideon* (Concordia) 25 frames, color, $5. Use as part of opening worship.

F—*Flying Straight* (Family Films) 11 minutes, b&w, $5; color, $3. (Older primaries.) As part of lesson period.

Sfs—*Learning About Money* (Family Filmstrips) 38 frames, color, $10. (Older primaries.)

F—*Spending Money* (Family Films) 15 minutes, b&w, $5; color, $8. (Same story as *Learning About Money* above.) (Older primaries.) Use early in lesson period.

Session 13—When We Are Promoted

Fs—*Mike Learns* (SVE) 53 frames, color, $6.50. A story about a young boy as he learns to grow mentally in various ways. Use at concluding departmental worship.

JUNIOR 3—Summer Quarter

AS WE GROW OLDER

UNIT A—GOD WANTS JUNIORS TO GROW UP

Such audio-visuals which you select from those below should be carefully previewed with a small committee of the more responsible children. This way you get some of the children's ideas as to how they would use the filmstrip, some of which can be very good.

Session 1—We Grow in Body

Fs—*Saul and David* (Alexark & Norsim) 35 frames, color, $7.50. Early in lesson period.

Session 2—We Work and Do Our Part

Fs—*We Grow Together* (Christian Education Press) 63 frames, b&w, $3. Concluding worship.

Sfs—*Learning to Help at Home* (Family Filmstrips) 32 frames, LP record, color, $10. Introduction to the lesson.

F—*Tokens of Love* (Family Films) 15 minutes, b&w, $5; color, $8. Same story as Sfs *Learning to Help at Home.* Introduction to the lesson.

Session 3—We Play Wisely

F—*I Don't Want to Win* (Family Films) 15 minutes, b&w, $5; color, $8.

Session 5—We Obey the Rules

F—*Flying Straight* (Family Films) 15 minutes, b&w, $5; color, $8. About a glider contest and dishonesty. Use at beginning of lesson.

Session 6—We Think of Others

F—*Half Inch of Selfishness* (Family Films) 15 minutes, b&w, $5; color, $8.

Sfs—*Learning to Get Along Together* (Family Filmstrips) 43 frames, color, LP record, $10. Same story as *Half Inch of Selfishness.* Use either as application

toward beginning of session or as departmental worship.

F—*Birthday Party* (Broadcasting & Film Commission, NCCC) 30 minutes, b&w, $6. How a junior girl learned the real meaning of The Golden Rule. Conclusion of the hour—note length.

UNIT B—GOD HIMSELF IS PRESENT

Suggestions for this two-session unit could include many films and filmstrips, most of which relate to the first session.

A series of highly useful films titled "God's Wonders" by Church-Craft will pay dividends when used. Each is 10-11 minutes in length, in color, and follows a boy and girl as they explore their world. Most juniors will enjoy these films, especially the younger juniors. They are filled with authentic information plus an appreciation of the loving wisdom of the Creator. They rent for $5 each.

Session 7—God in the World He Made

F—*God's Wonders in Flowers* (Church-Craft) 10 minutes, color, $5.

Fs—*Gods' Wonderful World* (Christian Education Press) 69 frames, color, $5.50. Useful in worship, using only a selected section.

Sfs—*To Everything a Season* (SVE) 50 frames, color, LP record, $10.50. Billy observes nature at work preparing for winter and renewing itself in spring. Use only with younger juniors in devotional setting.

Fs—*Adventures in Discovering God's World* (ULCA). 1959 VCS curriculum filmstrip. Use Part 2 only, as discussion stimulator.

UNIT C—WHEN THINGS CHANGE

Session 9—When Home Seems Different

Fs—*Naaman and the Little Maid* (SVE) 12 frames, color, $5. Introduction.

F—*Human Beginnings* (Eddie Albert) 12 minutes, color, $7.50. From Association Films, university and educational film libraries only. What it is like when a new baby comes into the family. Discussion stimulator.

Session 10—When School Seems Different

Sfs—*Learning About Friendship* (Family Filmstrips) 40 frames, color, LP record, $10. How Spike came to be accepted in his new school and neighborhood. Discussion at end of session.

F—*First Impressions* (Family Films) 15 minutes, b&w, $5; color, $8. Same story as *Learning About Friendship.*

UNIT D—TWO GREAT QUESTIONS

Session 11—Am I a Christian Now?

Fs—*Jim Makes a Decision* (SVE) 30 frames, color, $4.50. Junior age boy Jim accompanies his dad to church and learns about church membership and Christian beliefs. Conclusion of lesson period.

INTERMEDIATE 3—Summer Quarter

MY TREASURE CHEST

Much material in film and filmstrip form exists today which is aimed at enriching Biblical understanding. A great deal is mediocre to poor. Very little is good or excellent. The most

recent attempt at using the motion picture to enrich Old Testament knowledge ("The Old Testament Scriptures") is probably the poorest and is not recommended. The same is true for the new "Acts of the Apostles" episodes. Best filmic treatments still are the films and filmstrips of Cathedral Films, Inc.

Many art masterpieces may be used in this quarter. Most churches with an audio-visual library will have slides of the great religious paintings.

This quarter calls for subjective and individual evaluation and preference. This will give the alert teacher opportunity to give the more mature pupils some extra "work" to do . . . that is, to select a slide or a filmstrip on their "favorite" person or story and "ready" it for class use. The teacher will need to work with the pupil in such adaptation and use. Start weeks in advance of your target date to help select, prepare and use such pupil-centered presentation. This is the place where the tape recorder can be used creatively.

UNIT A—BIBLE PEOPLE I LIKE

Session 1—What Do I Like?

Sfs—*Bible on the Island* (American Bible Society) 51 frames, color, LP record, $6.

F—*45 Tioga Street* (Cathedral Films for the ULCA) 32 minutes, b&w, $9. Story of what the Bible means as told by a converted Jew and a negro Christian to a young catechumen. End of period. (Also useful for Session 13.)

Session 2—Why I Choose Jesus

Fs—*The Life of Christ* (Christian Education Press) 75 frames, color, in two parts, $11. Selected portions as needed.

Sfs—*Seek Ye First* (United Presbyterian Church in the USA) 80 frames, b&w, with LP recording, $11. In a worship setting at beginning of period.

Session 3—Another Bible Person

Fs—*Amos* (Christian Education Press) 50 frames, color, $5.

Fs—*Life of Paul* (Christian Education Press) 75 frames, color, $5.50. Both of above for review.

NOTE: Any in the series of Alexark & Norsim filmstrips dealing with Old Testament persons (Ruth, Esther, Jacob, Joshua, etc.) or the Cathedral sound filmstrips *Story of the Prophets* series would be helpful here.

UNIT B—FAVORITE BIBLE SELECTIONS

Session 9—A Bible Book I Like

Certain filmstrips of Cathedral, Alexark & Norsim or Christian Education Press might be used here. See Augustana "Catalog of Audio-Visuals" or NCCC's "Audio-Visual Resource Guide."

UNIT C—OTHER FAVORITES

This is another highly subjective area with individual favorites highlighted. Recordings and slides will probably be best audio-visuals to use for Sessions 10 and 12.

Session 10—A Hymn I Like

Hymn recordings on some of the new LP albums would be very useful here. Some such albums would include:

Hollywood Presbyterian Choir (Hymns) VSG 1258 12" LP $3.98.

A Mighty Fortress—Robert Shaw Choral VSG 2199 12" LP $4.98.

Great Protestant Hymns—Virgil Fox, Organist VSG 2099 12" LP $4.98.

Slides of hymn words are available for the use of senior groups where they worship separately and where facilities for projection are available. See SVE Protestant catalog.

Session 12—Bible Pictures I Like

Many persons like the great religious art of the ages. Some are in slide form such as:

Ch281—Plockhorst—Tidings of Great Joy

Cc189—Lerolle—The Arrival of the Shepherds

Cc271—Raphael—The Sistine Madonna

Cc130—Hoffman—Christ and the Doctors

Cc257—Plockhorst—Christ Blessing the Children

Cc131—Hoffman—The Rich Young Ruler

Cc482—Zimmerman—Christ and the Fisherman

Cc670—Da Vinci—The Last Supper

Cc133—Hoffman—Christ in Gethsemane

Cc89—Ender—Holy Woman at the Tomb

Cc258—Plockhorst—The Good Shepherd

Cc161—Hunt—The Light of the World

Cc5552—Copping—The Hope of the World

Cc495—Burnand—Come Unto Me

Others prefer the contemporary work of Warner Sallman. Here are a few slides of his work:

Cm985—Head of Christ

Cp161—Christ at Dawn

Cm986—Christ at Gethsemane

Each slide in ready mount binder—60¢ See SVE Protestant catalog.

Session 13—My Bible

Fs—*The Bible Through the Centuries* (Christian Education Press) 60 frames, color, $5. Discussion at beginning of period.

F—*45 Tioga Street* (Cathedral Films for ULCA) 32 minutes, b&w, $9. (See under Session 1.)

F—*Bible on the Table* (Family Films) 28 minutes, b&w, $8. How a delivery boy discovered the resources of family devotions. Use in a discussion setting.

SENIOR 3—Summer Quarter

CHRIST IN NEW TESTAMENT HISTORY AND LETTERS

Session 1—Continued by God

Fs—*The Church Is Born* (SVE) 32 frames, color, $6. Serves as overview to quarter.

Fs—*The Story of Pentecost* (Concordia) 30 frames, color, $5. Quick review.

Session 2—Continued by Man

Fs—*The Church Is Born* (SVE). See under Session 1.

Sfs—*Crucifixion to Missions in Northern Europe* (Living Church Series) 175 frames, color, LP recording. $5 rental from RFL Libraries. Excellent overview of early church to the time of Boniface. Allow half hour for full showing at beginning of period.

Session 3—Stephen Preaches Fearlessly

Sfs—*Stephen, First Christian Martyr* (Cathedral) 43 frames, color, LP recording, $7.50. Opening service.

F—*Stephen, First Christian Martyr* (Cathedral) 24 minutes, b&w, $7 (same as Sfs above). Use at beginning of session, part of opening for the department.

Session 4—The Opening Door

F—*What Is a Christian* (Concordia) 29 minutes, b&w, $9. A Christian examines his faith as a result of first attempts to witness. As part of departmental worship.

Session 5—The World Christian

Fs—*Life of Paul* (Christian Education Press) 78 frames, color, $5.50. Excellent art-work interpretation, but too long for complete showing this session. Discussion setting, selected portion.

Fs—*The Church Around the World* (Christian Education Press) 72 frames, color, $5.50. Concluding the session.

Session 8—Christ With Paul in Prison

F—*In the Face of Jeopardy* (BFC) 28 minutes, b&w, $8; color, $12. Contemporary struggle between secular forces and Christianity set in Malaya. Opening period.

Sfs—*Toyohiko Kagawa* (SVE) 44 frames,

F—*A People Without Fear* (BFC) 27 minutes, b&w, $8; color, $12. Panorama of the church alive in face of opposition around the world. Opening period.

Session 9—Christ With Christian Leaders

Fs—*A Christian and His Life Work* (SVE) 50 frames, b&w, $3. Some basic considerations in selecting an occupation. Use in discussion setting.

F—*Missionary to Walker's Garage* (Family) 28 minutes, b&w, $9. Exercising Christian vocation in one's occupation. Beginning of period.

Session 10—The Purpose of Christ's Work

Fs—*Why Do We Live?* (Church-Craft) 34 frames, b&w, $3. Discussion of Christian vocation through stewardship. In discussion setting.

Session 11—Christ in the General Epistles

F—*Beyond Our Own* (BFC) 40 minutes, b&w, $8. Through the example of a brother who is a missionary to China, a doctor is led to find a vital faith after his son's tragic death. Age of this film (1947) and the locale (China before Communist domination) need not limit impact of this excellent film. Use if extended session permits it (40 min.) and in a devotional setting.

Session 12—The Eternal Supremacy of Christ

F—*A Wonderful Life* (United Church of Christ) 44 minutes, b&w, $10. Henry Woods and his devotion to home, church and community seen in retrospect. Use only if extended session is available in devotional setting.

R—*The Messiah* (highlights) Royal Philharmonic, Beecham conducting. VSG 1130 12" LP $4.98.

Session 13—The Bible as the Book of Christ

F—*Fire Upon the Earth* (Presby. Church USA) 27 minutes, color, $10. A "quickie" review of the entire history of the church from New Testament times to the present. Review.

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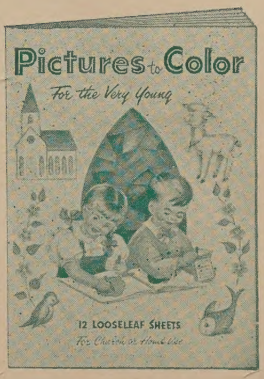

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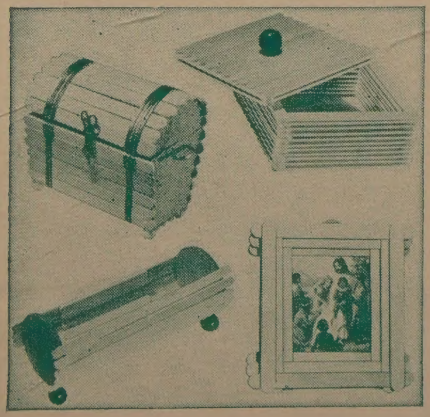

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